Faculty Designed Independent Study

PLANNING, DESIGN AND DEVELOPMENT

HC-5  Can plan one method of change within a community and assess its likely effects.

H-1-I  Can understand change methodology, plan change within community, and assess its likely impact.

AL-B  Can employ principles of design to enhance functions of objects and environments.

A-2-C  Can employ principles of design to enhance the functions and aesthetics of objects or environments.

Timothy W. Hill
10636 S. Hamilton
Chicago, IL 60643
Cell: 773 / 445-2096
E-mail: timw.hill@att.net

Description of study: Chicago and some of its mature communities have benefited from enlightened planning, layout and design. The regional planning focus of Daniel Burnham’s Plan of Chicago 1909, the naturalist forms of Frederick Law Olmsted’s plan for Riverside, and the industrial town concept by George Pullman greatly advanced urban design and planning theory and its range of appliances. More recent planning strategies often involve tightly focused approaches to influence growth, activity or control of a specific project development. Examples include: establishment of identifiable zones for State Street’s theater, retail, cultural and educational activities; heightened visibility within and limited access to the Dearborn Park residential communities; managed growth strategies for expanding suburbs (Lake Forest, Crystal Lake); expanding re-development initiatives for established communities (Elgin, Rockford, Aurora, Waukegan). Students will review various planning, design and development strategies, identify specific outcomes, and, as applicable, apply design and planning techniques to contemporary issues.

Learning Experience: Following a review of planning examples, principles and design theory, students will select a current planning activity or design development strategy. Students will detail plan goals and objectives and anticipated results. Students will be encouraged to identify opportunities for public involvement and to participate in the planning process to gain greater insight into public decision-making and the power of individual initiative. Students will also be asked to create original and alternative planning strategies and design scenarios.

Learning Tools:
Learning Outcomes and Criteria: At the conclusion of this study, students will be able to:

1. Understand and analyze essential features of a comprehensive plan, urban design program or development strategy.

2. Review and analyze from various perspectives specific elements and resulting impacts of various planning activities.

3. Understand and study contemporary and future plans and designs proposed for the Chicago area, and compare, whenever appropriate, with related efforts at different times and locations.

4. Prepare and in-depth independent study of a specific plan, program, or strategy expected to address an identifiable urban objective, and identify and assess expected positive and negative results.

Technique: The evaluation of student learning will be based on student completion of a written report which demonstrated student initiative, interpretation, involvement and insight. The designer of this study is receptive to other suggestions from the learner in order to demonstrate competency. To benefit the most from this independent learning activity, it is recommended that the learner set up a completion schedule and adhere to it.

Faculty: Tim Hill has served as Visiting Faculty member for the School for New Learning since 1981. He was a Manager in the Journals Division of the University of Chicago Press, the oldest and largest university press in North America. From 1983 to 1993 he associated in the publishing of architect Harry Weese’s landmark Inland Architect Press. He holds a Bachelors degree in Political Science and a Masters degree in Urban Planning from the University of Michigan.

Throughout the conduct of his course obligations, Tim Hill pledges to uphold DePaul University’s and the School of New Learning’s guidelines on academic integrity, as published by the University.

The instructor will be available for phone consultation as needed. The study can be conducted by mail, e-mail, and phone conduct after discussion with the instructor.
According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student’s career at DePaul.